



Grouville School Homework Policy 2020

UNRC Article 3: Everyone who works with children should do what is best for each child.



Learning at home supports children by giving them the opportunity to practise and apply key skills learnt in school. It also encourages children to become confident and independent in their learning, which will help them throughout school and in adult life. At Grouville, we believe the following 'ingredients' are essential for our children to be Successful Learners:

Try, try, try; don't give up.

Challenge yourself; be the best you can be.

Be independent; stand on your own two feet.

Work well together; look after each other.

Believe in yourself; anything is possible.

We believe that homework should:

- Be meaningful and help children grow in confidence as learners.
- Be an opportunity to further stimulate enthusiasm for learning.
- Reinforce our message that learning does not just take place at school.
- Be a means of encouraging and developing organisational skills, independent study, self-motivation and discipline.
- Be a means of consolidating, rehearsing and revising skills and help children to further develop their understanding so that they can make progress in their learning.
- Be a way of encouraging parental involvement and 'partnership' in their child's learning.

Teachers will:

- Ensure any homework is purposeful, relevant and that children understand what is expected.
- Set up regular homework and share it on weekly update with parents.
- Ensure that homework is set consistently across the year group.
- Set homework that takes into account children's ability and access to resources.
- Provide additional resources or opportunities to complete homework.

Children will:

- Complete quality work to the best of their ability that reflects our school's successful learning ingredients.
- Be responsible for their homework by ensuring it is handed in on time and collecting their homework if they have been absent.
- Work with their families to plan and organise a routine in which homework can be completed within the given time-scales.

Well-being and achievement are at the heart of Grouville School so that we can all develop as life-long learners and take responsibility for ourselves and the community.

- Understand that homework is their own responsibility - not the responsibility of their parents.
- Agree to seek further help and support as soon as possible from their class teacher should there be any problems or misunderstanding relating to the tasks set.

Homework will be marked using a range of feedback strategies - including self, peer and teacher assessment.

Families/Carers will:

- Make it clear to children that they value homework, and support the school in explaining how it can help their learning.
- Provide a reasonably peaceful, suitable place in which the child can do their homework, and pens, pencils etc., to complete the task.
- Encourage children and praise them when they are working hard on their homework.
- Allow children to take the lead.
- When appropriate, become actively involved in the homework activities of the child.
- Share and celebrate their child's learning.
- Support your child with their home learning.

If homework cannot be completed due to exceptional circumstances, or if you have questions about the tasks, please speak to your child's teacher.

Teachers will not provide additional homework if families choose to take Term Time holidays.

Homework Expectations

The expectations and content of homework will vary from Foundation through to Key Stage 2 in order to best meet the needs of the children. We expect children to maintain the same standards for presentation of homework as we set in school.

Early Years Foundation Stage

Ideas for how you can support your child within the home environment will be outlined on the Weekly Update. This will be linked to compliment the learning that is taking place in class.

Nursery

- Sharing stories and rhymes daily.

Reception

- Home Learning Tasks will be outlined on the Weekly Update.
- Reading, phonic sounds and high frequency words daily.

Key Stage One (Years 1 and 2)

- Take home tasks set each term in year 1

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- Daily reading
- Phonics reading books and speed sounds sheets
- Spellings - regularly, to meet expectations of the new spelling curriculum
- Key Maths skills that support learning in class

Lower Key Stage Two (Years 3 and 4)

Most homework tasks are set on a Friday and usually handed in on the following Friday. More time will be given for extended tasks. Information will be shared in weekly updates.

Reading

All children are expected to read every night. In Years 3 and 4, children keep a Reading Diary which should be signed by parents nightly.

Spellings & Maths Skills

Children are expected to practice key maths skills such as times tables and division facts. Spelling rules are taught throughout the week and words are sent home on a Friday to practise.

Core tasks

In addition, each year group will be set homework tasks. These will be based upon Maths, English, Science, History or Geography and will be relevant to the work that is happening in the classroom. Some of this work may be revision and other tasks may be set in order to stimulate enthusiasm for learning.

Upper Key Stage Two (Years 5 and 6)

In Year 5 and 6 children are given a homework to work in throughout the year. Homework tasks are set on a Monday and returned the following Monday. More time will be given for extended tasks when required. Homework tasks are shared in weekly updates. In Year 6, children are expected to use a homework diary to help with personal organisation and preparation for Secondary School.

Reading

All children are expected to read every night for a minimum of 10-15 minutes. In Years 5 and 6, children keep a Reading Diary which should be signed by parents nightly.

Spellings & Maths Skills

Weekly Maths homework is fluency based and is outlined in our weekly updates. Spelling books are used which include the statutory spellings expected for each year group.

Core tasks

In Year 5 and 6 children are given a termly homework grid which is linked to a specific cross curricular focus. The children choose which tasks to complete each week and the activities are designed to build independence, creativity and engagement.

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Monitoring and Review

This policy will be reviewed by the Senior Leadership Team every two years.

Reviewed by SLT - March 2020

To be reviewed - March 2022

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